

The Reform and Practice of Club Management Teaching in the Context of Innovation and Entrepreneurship

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Abstract—The purpose of this study is to analyze the teaching reform and practice of sports and leisure club management under the social background of innovation and entrepreneurship. In order to achieve the research purpose, this study takes the university students who choose club management as the object, and integrates the Innovation and Entrepreneurship Program into the course learning. In the completion of the course, this study interviews students to understand the implementation effect. After analysis, this study found that: (1) The implementation of innovation and entrepreneurship team model in the curriculum can help to enhance students' learning motivation. (2) Students have a high interest in learning. (3) Students believe that the innovation and entrepreneurship course will help them in their future employability. Based on the above results, this study provides relevant suggestions for the implementation of sports and leisure club curriculum.

Keywords—teaching reform, club, management, innovation, entrepreneurship.

I. INTRODUCTION

In recent years, with the change of social environment, people's participation and concern for sports are increasing rapidly, which also makes the sports industry develop rapidly. In particular, the number of domestic sports clubs continues to growing because of the entry of foreign businessmen. In addition, students majoring in leisure sports choose to start their own businesses after graduation. Most of them belong to small fitness and fitness studios. However, the entrepreneurial process is full of uncertainty and high risk, entrepreneurs need to have professional knowledge and skills related to entrepreneurship, in order to improve the success rate. With the popularity of sports and leisure in China, sports and leisure professional courses encourage students to start their own sports club business after graduation, and make all innovations in products, so as to achieve the goal of sustainable development of enterprises. As club operation and management is a very important course in leisure sports related departments, it is necessary to integrate innovation and entrepreneurship into the teaching content and process in addition to teaching the necessary knowledge and skills. Therefore, under the social and economic background of innovation and innovation, how

to learn professional ability from the curriculum for leisure sports majors is a problem that teachers should think about. The purpose of this paper, mainly from the club category, discusses the professional ability of different club managers, and then analyzes the implementation strategy of the course and the effect of the implementation. It is hoped that the research results can provide reference for leisure sports departments in the implementation of club operation and management.

II. CATEGORY OF CLUBS

Before planning students' innovation and entrepreneurship ability, we should first understand the category of clubs, which is conducive to the planning and implementation of the curriculum. Wu (2002) pointed out that sports service is the main product to satisfy the needs of consumers in leisure activities through the provision of sports equipment and professional guidance personnel, and it is called fitness club as an enterprise organization type operator [1].

In terms of club types, Chiang (2000) divided fitness clubs into four categories: fitness clubs attached to tourist hotels, fitness clubs attached to large enterprises, fitness clubs attached to buildings or communities, and professional

fitness centers [2]: (1) Fitness clubs in Tourist Hotels: they mainly provide room fitness services, and most of them are open to outside members. Their investment is huge and their equipment is luxurious, but their membership fees are high, so their motivation to participate is not strong. (2) Fitness clubs affiliated to large enterprises: they are set up in large enterprises or factories. In terms of equipment scale, they are small and medium-sized. They are only for employees or their dependents to engage in fitness activities. They are not open to the public. (3) Fitness clubs attached to residential buildings or communities: most of these fitness clubs are invested by construction companies and set up in suburban large residential buildings or apartment buildings. They are only for community residents, but some of them are still open to the public. (4) Professional fitness center: the biggest difference of this type of fitness club lies in its emphasis on specialty. Whether it is the provision of internal equipment or various services, it is based on specialty.

Gao Junxiong (1997) divided the club into [3]: (1) Independent: the club is the main business of the enterprise. (2) Subsidiary type: sports health club affiliated to some business projects of large enterprises. (3) Business social club: it has strong social and business functions, mostly located near the financial business circle, and mainly attracts business people. (4) Parent child club: it is specially designed for working families in metropolises. It combines the functions of traditional parenting and talent class, and emphasizes the use of family clubs. (5) Fitness club: emphasis on physical exercise and maintenance, low fees, can attract the general public to use.

According to Lin (2006), clubs can be divided into the following five types according to their business types [4]: (1) Professional fitness based fitness club, this kind of club to professional fitness to enhance the national body energy as the main demand. (2) The fitness clubs mainly focus on business and social activities, which claim to have the identity of business and social activities. Most of the places are in the business district. (3) The main characteristics of health clubs are to improve the quality of life of community residents. (4) The main characteristics of this kind of club are that the venue is large, the location is far away from the metropolitan area, and the facilities are very diversified. (5) Special theme club, this kind of club takes the specific theme as the demand, the facilities under the theme account for most of the club area, so other general sports fitness facilities become supporting roles in this type of club.

From the above analysis, in fact, sports clubs can be divided into public and private, but at present the market is dominated by commercial and profitable sports clubs. In terms of operating areas, it can be divided into urban,

suburban and rural diversified clubs. All in all, the main purpose of sports clubs is to provide a good sports place for people's health, leisure and social interaction.

III. CATEGORY OF CLUBS

I. THE CONCEPT ABILITY OF INNOVATION AND ENTREPRENEURSHIP

Innovation is the process of realizing a new idea, while entrepreneurship is the process of realizing this new idea. Innovation is the essential spirit of entrepreneurship, and the two are inseparable. Menzies and paradi (2003) pointed out that the characteristics, abilities and technologies of entrepreneurs can be achieved through training and education [5].

Dolinger (2003) pointed out that the definition of entrepreneurship is "a new economic organization created under the environment of risk and uncertainty", and entrepreneurship can be divided into three main characteristics: creativity and innovation, the combination of resources and the establishment of economic organizations, and the growth opportunities and capabilities under the environment of risk and uncertainty [6].

Liu and Xie (2006) believe that entrepreneurship should be a combination of labor, knowledge, technology, management, capital and other factors of production, in the case of risk and uncertainty, to carry out innovation and creation activities, through the exploration, evaluation and use of entrepreneurial opportunities, to establish new economic organizations, and to bring profits to entrepreneurs [7].

Robinson and Blenker (2014) proposed that entrepreneurship education is often related to three ways. The first is about entrepreneurship. In this course, learners will be introduced to the history and theory of entrepreneurship. The second is for entrepreneurship, which is to teach learners the tools and skills needed for entrepreneurship, such as plan writing, financial management and so on. The third is through entrepreneurship, which allows students to reflect on the resources, advantages, contacts and other conditions they have at this stage, encourage them to use these resources for entrepreneurship implementation, get out of the safe environment (school / classroom), and experiment with entrepreneurial ideas [8].

Li (2016) pointed out that entrepreneurs need to have at least the following ten abilities: strong desire, tolerance beyond imagination, broad vision, good at grasping trends and understanding human relations, business sensitivity, networking, strategy, courage, desire to share with others, and the ability of self-reflection [9].

According to Ardichvili, Cardozo and Ray (2003), entrepreneurial ability refers to the ability to grasp and utilize the opportunities caused by the external environment, and defines entrepreneurial ability as "the ability to explore and grasp the opportunities, that is, the entrepreneur must grasp the opportunities of the external environment and make good use of the opportunities to create value for money" [10].

Yang (2010) divided entrepreneurial ability into professional ability, innovation ability and comprehensive ability: (1) Professional ability: it is the primary condition of entrepreneurship, mainly showing the necessary working ability of professional post, the ability of social cognition and the application of legal rules, the ability to accept and understand new technology, etc. (2) Innovation ability: it is the basis of entrepreneurship. It refers to the working methods needed by entrepreneurs in the process of entrepreneurship. It mainly presents the ability to receive and process information, track market orientation, analyze and make decisions, associate transfer and creativity, determine the layout of enterprises, explore talents, finance, control and adjust, etc. (3) Comprehensive ability: the core ability of entrepreneurship. It refers to the behavior ability needed in the process of entrepreneurship, mainly showing interpersonal skills, judgment ability, corporate image planning ability, cooperation ability, self-discipline ability, ability to adapt to changes and bear setbacks [11].

IV. ANALYSIS OF PROFESSIONAL ABILITY OF CLUB MANAGERS AND COACHES

The vigorous development of sports, health and leisure industry has also created an increasing demand for industry personnel, which makes the professional ability of sports instructors more and more important in the industry oriented to meet the needs of customers. Competency was defined by 'the skills, knowledge, behaviours, and attitudes required to perform a role effectively' [12]. Wickramasinghe and Zoyza (2009) point out that competency as a person's behavior in a specific job, organization or culture [13], and Winterton (2009) added the competency to demonstrate performance according to the standards required of his/her work context [14]. Review the past research on the professional ability of sports clubs, Ye (2012) pointed out that the construction of professional ability indicators of community sports instructors can be divided into: 1. Professional knowledge: including sports professional knowledge, general knowledge and health management knowledge; 2. Professional skills: including sports professional knowledge, general knowledge and health management knowledge. And professional attitude includes 11 items

and 69 indicators of interpersonal communication, self-growth and personality traits [15].

Xiao (2016) studied the professional development of sports instructors for the elderly. The results showed that sports instructors should have the personality traits of empathy, patience, love, intimacy, sense of humor, encouragement, listening and sharing. Sports instructors for the elderly have professional knowledge of sports. According to their individual differences, they adopt customized sports design, and can timely encourage and praise to enhance the self-confidence of the elderly. The self-employed sports instructors of the elderly are faced with the dilemma of the unstable source of the elderly. They adopt the coping strategies of reducing the hour fee and increasing the characteristic courses [16].

Huang (2017) studied the professional functions of sports center managers. The results showed that the responsibilities and tasks related to the operation foundation construction of sports center included 19 knowledge, 17 skills and 10 attitudes, while the responsibilities and tasks related to the daily operation control of sports center included 29 knowledge, 25 skills and 14 attitudes. Among them, the content of the daily operation control of the sports center is changeable. Managers need to clearly understand the strategies and plans of the top management of the organization, and be familiar with the abilities required in the work tasks, in order to effectively plan, supervise and evaluate [17].

Qiu (2018) found that the professional ability of physical fitness coach can be divided into: professional knowledge (sports injury protection, physical fitness teaching, nutrition and weight control, physical anatomy and biomechanics, professional license related to sports guidance, sports physiology and psychology, sports venues and equipment planning, sports prescription design). Professional skills (interaction with students of different ages, operation of sports venues and equipment, emergency response in case of sports injuries and accidents, understanding of action guidance of special sports, planning sports courses, personally demonstrating actions, improving students' learning motivation, and managing sports associations). Professional attitude (take the initiative to care for students, abide by workplace ethics and professional ethics, prepare teaching aids before class, check whether they are perfect to ensure students' safety in class, enjoy communicating with students, evaluate and adjust students' stage sports goals, study and pay attention to professional growth, innovate and improve teaching, and adhere to the principle of being conscientious and responsible) [18].

Chen (2018) pointed out that the professional functions of sports center managers need to have a sports specialty (such as tennis) and obtain any license. Have the ability to

test the physical fitness of employees. Have the ability of sports injury prevention and first aid. Have the ability of sports guidance and demonstration. Have the ability of activity curriculum design and planning. Ability to manage sports facilities. Have the ability of sports professional knowledge. Ability to communicate in Mandarin, Taiwanese, English and 2 foreign languages. Have computer data processing ability. Patience, confidence, enthusiasm and initiative. Good interpersonal interaction and empathy [19].

Yang (2019) studied the analysis of professional competence of employees in the Citizen Sport Center. The results showed that among the professional competence, the top five are emergency response ability, customer complaint handling ability, team communication and coordination ability, deep sense of responsibility and good pressure resistance. The top five are fluent foreign language ability, relevant license and rest ability. The most neglected professional skills are leisure law related knowledge, excellent plan writing ability and sports industry marketing knowledge. The professional competence of sports instructors for the elderly includes "sports safety", "sports guidance", "communication ability", "curriculum design" and "sports skills". Except for "sports safety", some sports instructors for the elderly have no professional training [20].

V. INNOVATION AND ENTREPRENEURSHIP CURRICULUM IMPLEMENTATION

The implementation method of this course is to integrate the sub course of "innovation and entrepreneurship" into the "sports club operation and management" (2 credits, 18 weeks) course of a university. The implementation method of this course is to integrate the sub course of "innovation and entrepreneurship" into the "sports club operation and management" (2 credits, 18 weeks) course of a university. The purpose and method are as follows:

1. Course name: Operation and Management of Sport Club (Innovation and Entrepreneurship Training Course)
2. Purpose: With entrepreneurship as the main axis, through training and concept book publishing, students' enthusiasm for entrepreneurship will be stimulated. Market demand analysis will be added to enable students to understand the future development and potential of related industries. In this process, students will learn to combine theory with practice.
3. Implementation method: (1) The entrepreneurial team is composed of 3-5 students to participate in the course. (2) Each group of students choose the sports club to start a business and present the business plan.

As students do not know much about the market situation, teachers should not only explain each course unit, but also understand whether the business plan is a combination of ideal and reality. Students are usually required to achieve the following four points:

- (1) Whether entrepreneurs are fully involved in the planning of new businesses.
- (2) The entrepreneur's mastery of the realization of new business ideas.
- (3) Entrepreneurs may face various problems in the process of new business development.
- (4) Whether entrepreneurs know how to attract investors' attention.

In addition, in terms of business plan, it is basically necessary to provide students with writing format, so that it can be carried out effectively. In the first week of school, teachers should briefly introduce the contents and key points of the business plan. The contents of the entrepreneurial prospectus are as follows:

- (1) Abstract: the content should include the company's profile, entrepreneurial motivation, and business philosophy.
- (2) Business opportunities and profits.
- (3) Industry, product or service introduction: product concept, performance characteristics, product introduction, market competitiveness, research and development process, new product planning and cost analysis, market prospect prediction, brand and patent, etc.
- (4) Market analysis and marketing: target market customers, market trend analysis, competition analysis, competitive advantage, market sales, etc.
- (5) Entrepreneurial team: team members' academic experience, industrial experience and professional background, successful business experience and management ability, organizational structure of the enterprise, and human resource development plan (talent demand plan of each department, salary structure of the company, employee dividend and stock right, recruitment and training plan).
- (6) Financial prediction.
- (7) Capital structure: the company's current and future fund raising and use, the company's financing methods, and the capital structure before and after financing.
- (8) Risk analysis: describe in detail the risks that may be encountered in the process of project implementation, and put forward effective risk control and prevention measures.

(9) Withdraw from the market mechanism.

As for the implementation of the course, in each class, students from different groups will give a 15-minute lecture on the stage, followed by a 5-minute discussion and question. Of course, the practical experience of the teacher is very important. Since it is necessary to give timely feedback to the students, the teacher should strengthen his practical experience before class. In addition, before the implementation of the course, the operators of sports and leisure clubs should be employed as far as possible, and common teaching methods should be adopted to increase students' practical experience. If it is not possible to employ teachers from the industry for this course due to the funding of the school or other problems, the industry can also be invited to give a speech at the school a few weeks before the course.

VI. CONCLUSION AND SUGGESTION

6.1 Conclusion

After 18 weeks the implementation of the course, the researchers adopted an open-ended syllabus to understand the students' learning effectiveness in an anonymous way. Therefore, combined with the purpose of this study, the following conclusions are summarized:

- (1) In the management courses of leisure major, most of them repeat too much. However, the implementation of innovation and entrepreneurship team model in the curriculum can help students experience the combination of theory and practice, and help to improve students' learning motivation and professional ability.
- (2) Students have a high interest in learning, and think that in the process of learning, students have a deeper understanding of the operation and management of sports and leisure clubs, as well as practical operation ability.
- (3) The students think that through the simulated entrepreneurial process, they can understand the professional abilities needed in the whole entrepreneurial process and the work processes to be carried out, which is helpful to their employability in sports and leisure clubs in the future.

6.2 Suggestion

The teaching mode of this research can provide specific reference for college teachers in the implementation of sports and leisure club curriculum. In the way of implementation, teachers can implement the curriculum in one semester or one academic year in a segmented or centralized way. In addition, the objectives and methods of curriculum implementation proposed in this study are set according to the general situation of curriculum

implementation. In fact, teachers may face different problems in the teaching process, such as the characteristics of students or classes, departments, the teaching environment and so on. Therefore, special attention should be paid to and timely adjustments should be made to achieve the purpose of teaching.

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